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| **Unit Title: We The Students of 3rd Grade** |  | **Grade Levels:** | 3rd |
| **Subject/Topic Areas:** | Social Studies | | |
| **Key Words: Constitution,** 3 branches of U.S. govt, Civic |  | | |
| **Unit Designer:**B.Jobe |  | **Time Frame:** |  |
| **School District:** |  | **School:** |  |

**Link to Content Standards**

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| 3SS1: Civics and Government: Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.  3E2a: Writing: Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts. |

**Brief Summary of Unit (including curriculum and unit goals)**

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| Students will discuss the role of rules and laws in our daily lives and identify the basic structure of the U.S. government. Through developing and publish a classroom constitution students will demonstrate their recognition of the importance of rules in communities. |

**Unit Design Packet**

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| --- | --- |
| CONTENTS | STATUS |
| ◻ Completed template pages  ◻ Completed blueprint for each perform. task  ◻ Completed blueprint for other evidence  ◻ Directions to students and teachers  ◻ List of materials and resources  ◻ Suggested accommodations  ◻ Suggested extensions | ◻ Initial Draft (date: \_\_\_\_\_\_\_)  ◻ Revised draft (date: \_\_\_\_\_)  ◻ Peer reviewed  ◻ Content reviewed  ◻ Field-tested  ◻ Validated  ◻ Anchored |

What enduring understandings are desired?

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| Students will understand |
| * Reasons for rules * Why we have three branches of the U.S. Government |
| **A** |

What essentials questions will guide this unit and focus teaching and learning?

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| * Why are rules important? * Why did we create three branches of government? |
| **B** |

What key knowledge and skills will students acquire as a result of this **Interdisciplinary** unit?

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| Students will know | Students will be able to |
| * Why the Constitution was created. | * Analyze the Constitution |
| * How the Constitution limited government power. | * Identify three branches of government and the responsibilities they have. * Organize ideas for writing. * Using the 4 stages of the writing process, develop clear sentences. * Develop a paragraph on a central idea. |
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| **C** | |

What evidence will show that students understand?

**Performance Tasks (summarized)** (Complete a Performance Task Blueprint for each task)

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| Students will create a classroom constitution to show their understanding of why rules in a community are important. |
| **D** |

**OTHER EVIDENCE** (Use the Blueprint for Other Evidence

to describe assessments other than performance tasks.)

**Quizzes, Tests, Prompts, and Work Samples (summarized)**

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| Prompted discussions.  Graphic organizers.  Writing journals.  Writers conferences |
| **E** |

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| --- | --- | --- |
| Unprompted Evidence (e.g., observations and dialogues) |  | Student Self-Assessment |
| * Participation in group discussions * Student questions * Writers workshops |  | Prewriting  Drafting  Revising |
| **F** |  | **G** |

Write the targeted understanding and core performance task in the middle box—what students should understand and be able to do. Then, brainstorm types of evidence that might be most useful, insightful, and fair for rounding out the picture to produce sufficient evidence of understanding.

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| --- | --- |
| **Formal observations or interviews of students** Targeted Understanding Students will understand how rules and laws are helpful. Core Performance Task Students will demonstrate their understanding of the purpose of rules by creating a classroom document with clearly written sentences. | **Public performance**  Students will come up with small skits to represent various authority roles (such as teacher, parent, or police officer) and what happens when you do or don’t obey rules. |
| **Written, oral, or visual (displayed) products in response to prompts**  Propose question:  What makes a rule good?  What makes a rule bad?  Students will discuss as whole class then make lists in their writing journals of characteristics of good and bad rules. | **Student self-assessments, logs, and peer reviews**  **Writing journals** |
| **Student exhibits or models**  Create a Classroom Constitution | **Short-answer quizzes and tests** |

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| --- | --- | --- | --- |
| Task Title: | Rules are Important | Appropriate Time Frame: | 2-3 days |

**What desired understandings/content standards will be assessed through this task?**

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| Students display an understanding of why rules are important. |  | Students will demonstrate the ability to write clear sentences. |  | Students will show their ability to use the writing process from beginning to end of developing an idea. |

**What is the purpose of this assessment task?** ◻ Formative ◻ Summative

**Through what authentic performance task will students demonstrate understanding?**

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| Task Overview (GRASPS: goal, role, audience, situation, product/performance, and standards) |
| Goal: To demonstrate importance of rules and laws  Role: Developers and Writers of the Classroom Constitution  Audience: Fellow students, teacher, and visitors of the classroom  Situation: As a group, students must discuss and decide on 5 rules that will govern classroom behavior and student expectations. |

**What student products/performances will provide evidence of desired understanding?**

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| --- | --- | --- | --- | --- |
| Working together to discuss and come up with classroom rules. |  | Classroom rules are relevant to the safety and order of classroom. |  | Classroom rules are clearly stated and show thoughtfulness to application in a classroom environment. |

**By what criteria will student products/performances be evaluated?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ■ Classroom Constitution participation checklist |  | ■ Writing process stages check list |  | ■ Writer’s conferences |
| ■ |  | ■ |  | ■ |

**What type of scoring tools will be used for evaluation?** (Use a separate sheet for scoring tools.)

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| --- | --- | --- | --- |
| ◻ Analytic rubric | ◻ Holistic Rubric | ◻ Criterion (performance) List | ◻ Checklist |

**What other assessment evidence**

**What will be assessed?**

|  |  |
| --- | --- |
| ◻ Knowledge | ◻ Group Work \_\_\_\_\_\_\_\_\_\_ |
| ◻ Skill |  |
| ◻ Understanding |  |

**How will evidence be collected?**

|  |  |
| --- | --- |
| ◻ Quiz/Test | ◻ Assignment |
| ◻ Teacher notes | ◻ Other: writer’s journal, graphic organizers, classroom discussions. |

**What type of assessment will be used?**

|  |  |
| --- | --- |
| ◻ Selected response | ◻ Observation |
| ◻ Academic prompt | ◻ Works Sample |
| ◻ Brief constructed  response | ◻ Other: \_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**What is the assessment purpose?**

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| --- | --- | --- |
| ◻ Diagnostic | ◻ Formative | ◻ Summative |

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| **Describe the assessment and state the prompt** (if applicable)  Students will complete writing journals to display organization of ideas, development of ideas and use of writing process. |
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| **By what criteria will student responses be evaluated?** (Complete if applicable) |
| Responses are reflective of demonstrating student’s thoughts.  Student’s responses will be evaluated by completing the writing assignment and ability to convey what they are thinking in a clear manner. |
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**What type of scoring tools will be used for evaluation?** (Check if applicable.)

|  |  |
| --- | --- |
| ◻ Analytic rubric | ◻ Checklist |
| ◻ Holistic rubric | ◻ Answer key |
| ◻ Criterion list |  |

**will be collected during this unit?**

**What will be assessed?**

|  |  |
| --- | --- |
| ◻ Knowledge | ◻ List: \_\_\_\_\_\_\_\_\_\_ |
| ◻ Skill |  |
| ◻ Understanding |  |

**How will evidence be collected?**

|  |  |
| --- | --- |
| ◻ Quiz/Test | ◻ Assignment |
| ◻ Teacher notes | ◻ Other: \_\_\_\_\_\_\_ |

**What type of assessment will be used?**

|  |  |
| --- | --- |
| ◻ Selected response | ◻ Observation |
| ◻ Academic prompt | ◻ Work Sample |
| ◻ Brief constructed  response | ◻ Other: \_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**What is the assessment purpose?**

|  |  |  |
| --- | --- | --- |
| ◻ Diagnostic | ◻ Formative | ◻ Summative |

|  |
| --- |
| **Describe the assessment and state the prompt** (if applicable) |
|  |
| **By what criteria will student responses be evaluated?** (Complete if applicable) |
| **■** |
| **■** |

**What type of scoring tools will be used for evaluation?** (Check if applicable.)

|  |  |
| --- | --- |
| ◻ Analytic rubric | ◻ Checklist |
| ◻ Holistic rubric | ◻ Answer key |
| ◻ Criterion list |  |

A unit can often be made more engaging if provocative questions introduce major topics. Use the prompts below to help you generate possible entry questions to hook and entice students.

Understandings and essential questions to be addressed in the unit

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To generate entry questions and problems for the unit, consider

* Weird facts, discrepant events, and anomalies.
* Issues and problems that students can relate to and that raise essential questions.
* Proverbs, aphorisms, and folk wisdom.
* Interesting questions that have arisen when you have taught or studied this content.

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| **?** |  |  |
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**What sequence of teaching and learning experiences will equip students**

**to develop and demonstrate the desired understandings?**

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| Consider the WHERE elements from the *student’s* perspective |
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| **H** |